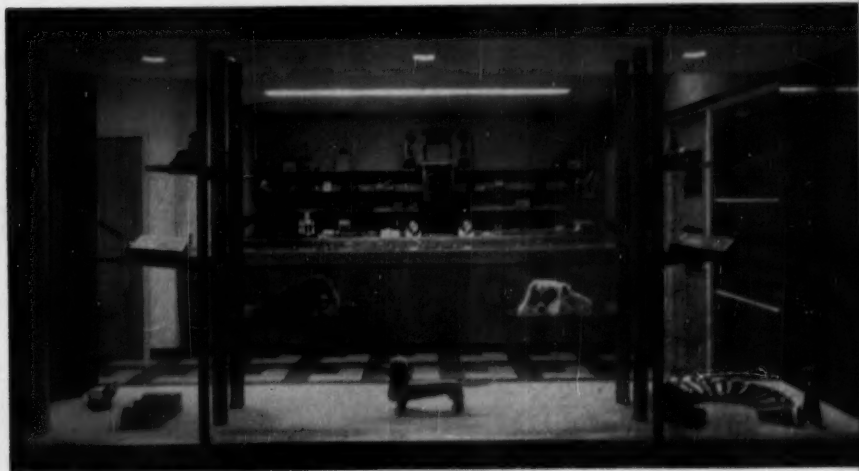


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School Activities

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As the Editor Sees It



The fact that the school year is nearing its close means, so far as extracurricular activities are concerned, that serious, careful and intelligent provision should be made for the evaluation of ALL phases of ALL activities—written-down evaluations. These will cover high, middle, low, and all other spots. Trite to state, there will be little or no improvement in next year's activities without such measurement of this year's. Of course, if there is no interest in heading towards improvement . . .

The Houston Independent School District (Texas) recently joined the large number of systems which are allocating extra pay, on a set scale, for sponsors, advisers, and coaches of junior and senior high school activities.

These school systems recognize that this provision (1) helps to guarantee and maintain interested and qualified leadership; (2) increases student participation; and (3) raises the educational caliber of such participation.

Congratulations, Houston boys and girls.

The number of local and national essay contests is increasing—and so is the criticism of these by school people. Some of these contests are educationally justifiable, while others are only thinly-veiled advertising schemes promoted by pressure groups and commercial interests. The average teacher and administrator does not favor them because they encourage plagiarism, contribute little, and bring extra work, confusion, and trouble.

Recognizing this mounting criticism, The National Association of Secondary School Principals this year reduced the number of approved essay contests and suggested activities of a more profitable nature. Fine business!

The other day, according to the newspapers, a university president stated, "The hardest working people on my campus are the coaches. If my professors worked as hard as my coaches I'd have the best faculty in the world."

Obviously, the logical reply is, "Then why don't you give your professors your coaches'

short schedules and their salaries and so make your professors work harder—if you're really interested in a top faculty?"

In some schools, especially junior high schools, it is customary for student council members to wear pins, armbands, or other insignia, often, though not always, on the day the council meets. If this practice brings student respect to the wearer and his organization, and a special feeling of pride and responsibility to the member, it is probably all right. However, if it tends to bring a sort of secret-society snobishness to the wearer, or dis-esteem to the member and his group, then it is certainly not all right.

The best and most complete source book for ideas, plans, programs, suggestions, and activities for the commencement season is *The Commencement Manual*, published each year (\$1.50) by The National Association of Secondary School Principals, Washington, D.C. By all means get a copy of the 1957 Manual.

The formal evening imitative-of-the-senior-high-school "graduation program" for the junior high school is rapidly disappearing—as it should. It is being replaced by a much more sensible "promotion exercise," "continuation exercise," "achievement day," "awards day," or some similar event, often held as an assembly program (to which parents and friends are invited) during the day.

And may we repeat. The widespread sentimental practice of pinning the class flower onto the graduate's gown is as illogical as wearing earmuffs with a straw hat.

And mimeographed or multigraphed programs? NO! There never yet has been a mimeographed or multigraphed graduation program that appropriately reflected the importance and dignity of this event. The theme of these mimeographed-program-makers seems to be, "Hundreds of dollars for speaker, flowers, diplomas, music, caps and gowns, etc., but not one cent for a printed program."

An efficiently organized and functioning student council can help materially in forming policies, promoting student activities—assuring an excellent school.

The Spirit or The Form?

"THE TEAHOUSE OF THE AUGUST MOON" is a delightful play about democracy in Okinawa during the occupation by American forces. Although the play might be classified as a satire, it handles its theme in a very lighthearted manner. But there is a serious point that the authors make: the spirit of democracy is far more important than the form.

Anyone who has seen the play will recall that Captain Fisby had a thick directive from the Pentagon. Plan SEE, as it was called, outlined in great detail how things were to be done. He was to appoint a police chief and a secretary of agriculture; the townspeople were to construct a pentagon-shaped schoolhouse.

However, one of the basic beliefs of the captain is left unsaid—democracy is not so much a matter of organization as it is a state of mind. Obviously the form of things back home on the continent should not necessarily be copied in full on some faraway island in the Pacific.

By the same token, the organization of the student council in one school should not necessarily be copied bodily in another school. The spirit behind the movement of student participa-

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tion should be thoroughly understood. All persons should become familiar with basic principles that undergird student council work.

Then, in each school, the details of council organization should be worked out. The form should grow in harmony with the spirit. Sometimes school councils mimic the shape of adult government at the expense of the democratic principles involved. These two basic principles of a democratic student council organization are sometimes violated:

1. The student council in a secondary school is a representative body.
2. Cooperation is the keynote to council action.

In most cases, council members are representatives of home rooms. This sort of situation imposes on each member certain responsibilities such as communicating with his constituents about council business.

Do council members consistently and systematically report what business has been transacted in council meetings? Do they regularly request suggestions from their constituents about business to come up at the next meeting, or that might be proposed in their behalf? Do they make it clear to the home room group why they acted on certain bills as they did? Are they sympathetic to their peers' wishes, yet cognizant of the general welfare of the student body?

These are some of the responsibilities of members of the student council. Because the writer believes that the general membership of the council should represent the student body roughly in proportion to their numbers in the several classes and/or home rooms, he is convinced that freshman council members should represent the same number of students as do senior members.

Our Cover

The upper picture shows the cheerleaders of Okmulgee, Oklahoma, High School leading cheers and songs during one of the pep assemblies held before athletic contests during the school year. A part of the pep band is also included in the picture. School spirit is promoted and assured by such organizations in cooperation with the student body and faculty. And, of course, organized cheering and support for the team is a definite part—an important feature—of athletic contests.

The lower picture was submitted by one of the student council officers of Northwest Classen High School, Oklahoma City. It shows a part of the Student Store in the beautiful ultra-modern new building. The store is located at the junction of two halls, near the student council room, the library, and a large display showcase. Glass walls and planters make an impressive picture and add to a homey atmosphere. See article and additional picture on page 251. Photos by Jacoby's Photo Service, Oklahoma City.

Some councils do not think freshmen as important as seniors. In a democracy each man is entitled to one vote regardless of his seniority or place of residence. Each council should provide for equal representation of all students.

The officers of a student council are representatives, too, in a sense. Instead of representing just a home room or a class, they represent all the students in the school. Because of this concept of the position, generally candidates for the presidency stand for popular election; they make campaign speeches to the student body as a whole in assembly.

These candidates are selected as nominees from the student body as a whole rather than just from the council itself. They are generally upperclassmen, though it seems foolish arbitrarily to impose such a restriction on candidates. The student body should have the right to select a competent junior or underclassman for office.

When the president speaks, he should be recognized as speaker for all the students as their responsible leader. If officers are respected upperclassmen, their leadership in school affairs will be accepted by less experienced underclassmen.

Just in passing, it should be pointed out that officers of the council should be elected in the spring of the year so that over the summer the executive committee can represent the students and aid the principal in certain functions such as Freshman Day and orientation of new students at the opening of school in the fall.

Council members, on the other hand, might well be elected in the fall, after student groups have been formed and new students have had a little chance to get acquainted with each other.

The sponsor of your council, too, is a representative of the adults who are interested most in the school. He is usually selected by the principal of the school. The principal expects the council sponsor to keep the administrator of the school well informed about council affairs and to represent him well in council deliberations.

These are some of the same functions council members perform for their home room groups. Before his faculty colleagues, the council sponsor is often the council's advocate. He presents the case for the student council in faculty meetings. He must ever sell the idea

of student council to the doubting and the ill informed.

But the sponsor's job is further complicated by the fact that he is also an adviser and teacher. He is supposed to help students learn the ways of democracy and to translate the spirit of the thing into practical solutions to everyday problems. If the basic theory is understood, the form in practice will take care of itself.

The council's constitution should be written for the entire organization of students, not just for the central governing body, the council itself. The council's fundamental document should state clearly the basic organization of students in the school, especially home rooms, classes, clubs, etc., from which representatives are elected to the council. If the basic organization of students is changed, problems may be immediately raised concerning representation to the council.

Similarly the official name of the organization should illustrate the representative nature of the council. It is better to employ the term "Student Association" rather than "Student Council," which seems to identify only the central governing body of the association.

Another basic principle of council organization is that cooperation is the keynote to council action. If each council member or officer represents students and each sponsor represents adults, the council cannot properly perform its function in a democratic school without full realization of the desires and needs of all parties concerned.

No longer should school people subscribe to the concept that the student council today is a form of student self-government. The students should not act without full consideration of (a) their responsibilities to the general welfare of the school and (b) the areas over which they might exert some authority with or without coordinate action by the principal and the faculty.

Today the cooperative nature of council affairs is best described by the cumbersome expression, student participation in school management, especially of the pupil-activity program.

Students should plan their activities well in advance of the event in conference with the sponsor of the student council. Sometimes it becomes necessary for the students to clear with the school principal, or district superintendent, i.e., through proper channels, before undertaking

a certain project. The council sponsor can advise when these steps are necessary.

Students and others should understand the powers, responsibilities, and structure of their council organization. They should know, for example, that the principal delegates to the council responsibilities for certain activities; however, he reserves the right to veto any action of the council which, in his considered judgment, is detrimental to the school. It seems desirable to dignify the relationship between the principal and the council by formal recognition in a clause of the council's constitution.

There is value, too, in noting in the fundamental law of the council precisely what powers are delegated to that body. In some areas, the council has full control; in most areas, it shares responsibility with other persons or organizations in the school; and in still other areas, the council has no authority whatsoever.

Sometimes students become disturbed when they are told that there are limitations on their authority. But they should remember that adults, too, have limitations placed upon them. Freedom does not imply license to do as one pleases. The United States Senate may not introduce bills involving appropriations of money; that is the exclusive function of the House.

Congress may not impose a tax on the exports of any state, nor may the United States grant a title of nobility. No State may enter into any treaty or alliance. These are some of the restrictions imposed on adults by our Federal Constitution.

Therefore it does seem reasonable to limit students in some respects while they are still learning the theory and practice of democracy. It should be obvious that certain problems to be solved around school concern matters which demand a considerable degree of professional maturity and experience.

For example, students should not expect to make decisions on homework—the amount, type, frequency, etc.—nor should they expect to decide which teachers should teach what subjects or whether certain teachers should be rehired. These are matters to be determined by adults who by virtue of their positions should be respected.

On the other hand, there are some decisions that can best be made by students independently of adults. Usually each school sets down rather

clearly the qualifications for membership in the student council. Maybe these regulations have been worked out in your school cooperatively. But, once these rules have been set, the students should have sole jurisdiction over whom they elect to the student council.

Most times students will select the more able among their groups to represent them on the council. But, if they should elect an incompetent, bungling pupil, they can make amends next time election comes around, or sooner if impeachment is possible. The faculty should not be in the position of selecting nominees for the council.

Nomination and election of students to the council should be the sole responsibility of the students. Further, some schools encourage students to take considerable responsibility for the selection of assembly programs, for determining basic policies concerning the social calendar, etc.

As students exhibit their ability to take responsibilities seriously, they are often given more to do independently, or at least with only token guidance from sponsors and principals. This situation is hopefully the end product of democracy in action.

However, by far the largest area of authority for the student council is the one held jointly with faculty members and administration. The number and variety of examples in this area are limitless; a few have been mentioned above. The heart and soul of the student-participation movement lies in this broad area of cooperation.

In conclusion, it must be kept in mind that the student council is a representative body which provides for the cooperation of personnel in a given school. Each person (member, officer, sponsor) has a role to play representing some group in the school. The council provides for student participation in the management of the school program within clearly defined areas of authority delegated to the council by the principal.

If these basic points are thoroughly understood, the type of organization which is best for a given school council will soon take shape. No one of the representatives to the council need dominate the scene, though each one's unique contribution should be recognized by the others. Each one has stock in the outcome. Working together to solve problems is typical of our democratic way of life.

Swimming as a School Activity

ROBERT J. NAREAU
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In education, as in any of the sciences, we are interested in facts. The following statements we know to be facts:

1. Each year there are approximately 6,000 deaths in the United States due to drowning.

2. Swimming is an activity which, for the most part, is conducted in the fresh air and sunshine, both of which are elements instrumental to healthful living.

3. Swimming is a recreational activity which may be practiced and enjoyed by groups of all ages. Very young children and adults in the later stages of life can each participate actively and enjoy thoroughly the sport of swimming. Further, swimming is an excellent leisure time pursuit which may be enjoyed by the family unit.

4. Swimming is a relatively economic recreational activity. Nearly every municipality in the United States offers facilities for recreational swimming that are available cost free to the public. In those instances where there is a fee attached to swimming it is so nominal that everyone may take advantage of the opportunity.

5. Swimming, along with horseback riding, according to physiological authorities, is the only recreational activity which exercises every portion of the human body. Swimming is the perfect exercise.

6. Swimming is a sport which can be successfully taught as a coeducational physical education activity.

7. Most swimming authorities agree that the sport is more easily and successfully taught to youngsters of elementary school age.

8. The ability to swim is a necessary prerequisite for full enjoyment of such other recreational pursuits as fishing, boating, and water skiing.

In addition to the above, we know that educational curriculum experts maintain that the following points are important factors in determining curriculum content. All of these points apply in favorable fashion to swimming:

1. An activity must be of sound practical value.

2. An activity should possess carry-over value which will be of benefit to the student out of school and in his adult life.

3. An activity should be applicable to the stage of growth and development of the students for which it is intended.

In addition to this bit of educationalana it is reasonable to assume that the statements which follow are true:

1. Parents desire that their children know how to swim.

2. Every community contains some facilities for swimming. These facilities may be in the form of either public or private swimming pools.

3. Every school has access to some person who is capable of teaching swimming successfully to elementary school youngsters. This trained person may be either a teacher, or some member of the community who would willingly serve as a resource person for a school activity.

In light of all of the above facts, why is it that the number of elementary schools teaching swimming as a regular part of their physical education curriculum are so few in number? The author feels that the answer must lie in one or more of the following areas:

1. A lack of desire on the part of the schools.

2. A lack of knowledge of how this desirable educational activity could take place in the schools.

3. A lack of initiative on the part of the schools.

After giving serious thought to all of the foregoing information, we of the North Avenue School of the Del Paso Heights, California, Elementary School District decided that as a regular part of our fourth, fifth, and sixth grade physical education program we would include instruction in swimming. As a guide to other schools who may like to do the same thing, a list of the steps which we took, in their proper sequence, to bring this program about, follows:

1. A private home swimming pool within easy travel distance from our school was located.

2. The owner of the swimming pool was approached, a desire for a swimming program in the school was explained, and asked if his pool might be available for this purpose during the last three weeks of the school year. He readily agreed to the request.

3. We inquired of our District Superintendent and School Board if we might have their permission to conduct this activity, and if we might use our school bus to provide the necessary transportation to and from the pool. They gave their consent and cooperated fully in every way.

4. We screened our school faculty in an effort to select a teacher who possessed both the ability and the desire to teach the group. We chose a sixth grade man teacher with a physical education background.

5. We informed the parents of the community of what we wanted to do and sought their support. We used both the local Parent-Teacher Association meeting and letters to individual parents to make this appeal. Our parents were enthusiastic in their approval.

6. We required individual parent approval slips signed by the parents of the children who were to participate. We received the unanimous consent of all the parents whose children were involved.

7. We spent the day prior to our first visit

to the pool in thoroughly indoctrinating our students on health and safety factors which must be adhered to in and around swimming facilities.

8. The classroom teacher discussed with each class the history of the sport of swimming and the place that it occupies in our world today.

9. The actual unit of instruction was for a period of three weeks for one hour each day. The material covered included proper breathing technique, floating, the front and back crawl strokes, the side stroke, and the breast stroke. Entry into the water by jumping feet first and by the elementary front dive were also stressed.

10. At the conclusion of the unit a swimming ability test was given all students. Those students who we felt had made satisfactory progress were urged to continue with further swimming instruction through some other agency. For those students who had not come up to our expectations, we organized a remedial class.

It is our intent to make swimming instruction an annual part of our physical education curriculum.

Why shouldn't students work with the faculty and administrators to improve the schedule—especially activities and entertainment! The school is for them.

When You Wonder About Activities

HAS YOUR ACTIVITY PROGRAM JUST GROWN like Topsy? Do you have some activities or organizations that continue in the program because of habit? Does it sometimes seem that activities have reached the point where they take precedence over everything? Have you really decided when an activity is worth-while? Are school activities such that something of value can be learned from participation in the program?

When the school faculty at Lordsburg (New Mexico) High School found these questions recurring, they did something about it. They believed that an activity program merits its existence only when it can be demonstrated that: (1) it is meeting the pupils' interests and needs; (2) it is dynamic; (3) there is enthusiastic and general pupil participation; and (4) the activities have educational value.

Recently, the Lordsburg administrators, teachers, and student leaders conducted a two day workshop to evaluate the activity program. They

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also set up the machinery to instigate improvement of weaknesses which were discovered and to perpetuate practices producing strengths that were manifest in the program.

A consultant from New Mexico Western College in Silver City helped organize the workshop. His primary function was to coordinate the work and to involve teachers and pupils. Briefly, the workshop program operated in the following fashion.

The first session was devoted to organization of the school activities workshop. To facilitate the location of problems and to establish a common understanding of the value of activities, the "keynote" or "kickoff" speech outlined the development of the cocurricular concept of activities and set forth the following basic principles: (1) activities of merit deserve school time

and sound financing; (2) only those activities which pupils feel a need for should be in the program—pupils can be stimulated (but not coerced) to enlarge their interests; (3) activities should be democratic and all pupils should have an opportunity to participate; (4) activities should be educational; (5) activities should be varied enough to meet a variety of needs and interests; (6) the activity program should bring credit to the school, the pupils, the teachers, and the community; (7) activities should encourage desirable physical, mental, emotional, and social growth; (8) activities should have a carry-over value into later vocational or avocational pursuits; and (9) activities should be correlated with the more traditional (academic) learnings associated with the school.

It was decided to use the Cooperative Study of Secondary School Standards' *Evaluative Criteria*, "Pupil Activity Program," Section E, as an instrument for the evaluation. The instrument is very inclusive and provides for both general and specific evaluations. To save time and to eliminate unnecessary duplication, the faculty and pupils organized themselves into "choice" groups to deal with the various aspects of the program. Each group selected a chairman, a recorder, and a reporter.

In each group a faculty member, and in some instances a pupil also, was designated as an "expert" to help inform other members of the group. For instance, the band teacher was the expert for "Music Activities;" the coaches were experts for "Physical Activities;" the student council president was an expert for "Pupil Participation in School Government;" and the principal was an expert for "Finances of Pupil Activities."

The four groups thus formed, chose their own methods of evaluation. In one group, each individual made a separate evaluation and the group evaluation was an average of these. In a second group, teacher-pupil teams made evaluations and these were averaged. In another section, the evaluations were made as a committee-of-the-whole.

When the groups reassembled, each group presented a report of their evaluations and explained their findings to the total faculty and the pupils who were representing the study body. In general, the reports were acceptable and only minor explanations were necessary. In a few instances there were points of disagreement and

changes were made in the evaluations after other factors were introduced as pertinent considerations.

The final session of the workshop was devoted to a review of the total evaluation results and to planning for future action to improve the activity program.

With the workshop as a starting point, the action program agreed upon at Lordsburg High School has stimulated some excellent procedures.

Early in the school year, a Coordinating Committee was appointed by the president of the student council as a steering group for the improvement program. Four student council members, four teachers, and the high school principal are members of this committee. The following special committees have resulted from the work of the Coordinating Committee: an Assembly Committee, a Home Room Committee, a Social Committee, an Intramural Committee, a Clubs Committee, and a Financial Committee.

It was decided that each of the committees would be composed of two or three teachers, five pupils, and the principal. The teachers indicated the committees on which they desired to serve and their appointments were made accordingly. The five pupils were composed of a student council member and a student elected from each of the four classes.

Each of the committees was charged with the responsibility of attacking the problems particular to the special area and to report to the Coordinating Committee with a plan of action. The entire faculty and student body will ultimately participate in the revision and adoption of the working plans.

Such highly organized plans can be the very heart of a successful program or they can be just "highly organized plans." Probably, more than any other single factor, the involvement of pupils and teachers working together will increase the chances of success at Lordsburg. The placing of this joint responsibility has much to commend it. Moreover, the plan was democratically conceived and is working without dictation from status persons—advice, yes, but dictation, no!

Finally, the proof of the adequacy of the plans is in the resulting benefits that accrue for all concerned. In September, a general survey of pupil interest in before-school and noon hour activities was conducted. The results were revealing and encouraging. Not only were interests indicated but, also, the pupils' willingness to

"assume some responsibility for helping with this program" and "to share with their teachers and principal some responsibility for student conduct in the building and on the school grounds" was manifested.

Plans are underway to make participation in school government more than a student council function. Using "Town Hall" techniques on issues confronting the student council is one proposal. Variation of the assembly program to provide for school election campaigns, debate programs, a "career day," and programs which will demonstrate music, dramatic, speech, and other talents are being considered.

In recognizing the inadequacy of the school plant to provide for physical and social activities for both boys and girls, efforts are being made to promote full use of available school facilities and to make use of community resources. Efforts are underway to set up a swimming program in cooperation with the city which will furnish the pool facilities.

The value of certain school clubs and organizations is being closely scrutinized. Scheduling, sponsorship, pupil interests, and the worth

of these activities is being investigated by the appropriate committee.

The financial and accounting procedures are also being revised. Recommendations to provide a thorough and accurate system of budgeting and bookkeeping are being worked out. In an effort to promote participation at a reasonable cost, the feasibility of student activity cards and prorating income to various activities is under consideration.

Some of these problems are not particularly new to many schools. For other institutions they are rather persistent problems. In still others, just how important problems these are and how constant they remain is determined by the willingness of the school to face the issues involved and to make necessary changes.

At Lordsburg, the teachers and administrators wondered about their activity program. They enlisted the help of those most concerned—the pupils. Together they evaluated this phase of the educational experience. Together they will continue to improve the experience that benefits the school, the pupils, the teacher and administrators, and their community.

"Develop the whole child"—for living—now, as well as in the future. Provide a well-balanced program—something to definitely challenge each individual.

Scheduling Student Activities in Secondary Schools

THE IMPORTANCE OF A SMOOTH-FUNCTIONING SCHEDULE to the extracurricular activity program of a secondary school cannot be over-emphasized. The purpose of the school is to provide experiences which will contribute to the wholesome growth and development of its students. A prerequisite to such experiences is a schedule, both of class and extraclass activities, that will eliminate conflicts, thus permitting broad participation in school offerings.

A schedule which leaves no time nor place within the school day for extracurricular functions imposes an impossible task on those charged with the responsibility of administering the student activity program. The net results of such a situation will be the scheduling of all extraclass functions before and after school, and the in-

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evitable exclusion of large numbers of students from participation in this phase of the program.

Paradoxically enough, many secondary schools list as available to students numerous extracurricular activities, but simultaneously prevent them, by poorly planned scheduling, from enrolling in these activities because of conflicts. This ironical situation may be avoided by a good schedule which offers opportunities for students to engage in extraclass functions at times when a minimum of conflicts occur.

No two schools present identical scheduling problems, due to variations with regard to such

items as: size of the student body; available space; available equipment and supplies; length of the school day; size of the community; community mores; available interested teacher sponsors, etc.

It is mandatory that a schedule—if it is to serve the needs of youth fully—be adapted to actual local conditions. An effective schedule in any community, however, has one thing in common with similar schedules in other communities, viz., it provides for *adequate time* for student activities *during the school day*. Schedules incorporating such a characteristic will eliminate the necessity for “chiseling” class time for extraclass functions, and will invariably culminate in improved supervision of activities and increased student participation in the activity program.

One of the best known and most widely employed techniques for providing time for extraclass functions during school hours is the “activity” period. Such a period consists of a block of time regularly set aside for student activities. In recognition of the values of this manner of scheduling extracurricular functions, the State of Mississippi¹ has made the inclusion of an activity period in the schedules of its high schools mandatory.

The experiences of many schools have proved that such a period, sufficiently long and provided for on a daily basis, will prove adequate for most extraclass activities. A schedule which includes an activity period tends to eliminate interruption of class work in favor of extraclass functions, provides time for activities during the school day, and places the extracurricular program on coequal status with the classroom program.

The activity period has the added advantage of freeing teachers for sponsorship of extracurricular functions during school hours, thus eliminating the feeling on the part of the teachers that they are being imposed on by being asked to put in extra time after the end of the school day.

Ideally, the activity period should be approximately the same length as the regular class periods in the school involved, the reasons being obvious. In no instance should this period be less than thirty minutes in length. Serious thought should be given to the arrangement of the period

with regard to the time of day it appears in the program.

Most teachers consider morning hours the best teaching time. By the same token, if these hours provide the best time for teaching classroom subjects, they also provide the best time for student activities and should be utilized for this purpose whenever practicable.

The home room period is being employed to provide time for student activities in a few secondary schools, especially those having no activity period as such. Theoretically, such a period can serve the same purposes and accommodate the same functions as the activity period. In actual practice, however, the home room period in most schools deteriorates into a “catch-all” for administrative, faculty, and student announcements, thus providing little, if any, time for pupil activities.

An additional limitation of the home room period as an activity period centers around the fact that certain student activities are ideally adapted to such a period, while others are not. Thus, the tendency under such conditions is to greatly restrict the extracurricular program with regard to variety of functions.

In a few instances schools have reported the utilization of a “flexible” home room period, i.e., one that can be lengthened to accommodate the activity at hand. Such a period is usually scheduled for the opening of the school day and, when lengthened, embodies the limitation of encroaching on the time of the first class period.

Another somewhat widely employed method of providing time for extraclass functions is that of shortening class periods. Schools making use of such a method usually set aside one day a week as “activities” day and decrease the length of a few, or all, the class periods for that day by five or ten minutes, thus securing time for an activity period.

Such a procedure has the advantage of providing a regularly scheduled time for extracurricular functions. On the other hand, it is criticized by many administrators because of the fact that it “borrows” class time, and because it does not furnish time on a daily basis for student activities.

Many secondary schools have experimented with, and some are still employing, the “rotating” period as a technique for providing time for extraclass functions. Basically, such a schedule involves the elimination of one class period dur-

¹ Tubbs, J. M. and T. N. Touchstone. *A Suggested Activity and Guidance Program for High Schools*. Bulletin No. 129, Jackson, Mississippi: State Department of Education, 1949, p. 6.

ing the day set aside for extracurricular activities. For example, the first class period may be utilized for an activity period during the first week of school, the second period during the second week, and so on.

Such a technique provides a regularly scheduled activity period, but has the distinct limitation of causing teachers and pupils many difficulties in their efforts to ascertain the period to be utilized for activities during the week concerned. Additional limitations of the rotating period type schedule are: it utilizes class time for extraclass functions; it can hardly be provided for more than once a week; and it affords insufficient time for a rich extraclass program.

In several instances secondary schools have reported the use of students' free periods for student activities. Such a technique has some merit, especially for students who are having no difficulty with their classroom subjects and thus do not need their vacant period for study. Conversely, the use of such periods for extracurricular functions for students who are behind with class work would be inadvisable.

Despite the limitations involved in the utilization of free periods for extraclass functions, this method of scheduling is particularly adapted to activities which lend themselves to student participation on an individual basis. Such activities include the school yearbook, student handbook, student paper, etc.

The employment of a "floating" activity period has been reported by a few schools. Such a period consists of a block of time provided for in addition to the regular class periods, and may appear in the schedule on a daily basis, or only once or twice a week. The distinguishing feature of this period is its flexibility—it may appear in the schedule at the beginning of the day in one instance, just before lunch the following day, and the last thing on the schedule the next day.

Such a scheduling technique incorporates certain apparent advantages. On the other hand, the instability of the period with regard to the time of day it appears in the schedule has a tendency to keep students and faculty alike in a constant state of confusion.

During recent years the scheduling of student activities in some secondary schools has been simplified by a growing tendency toward integration of certain extraclass activities with regular classroom work. For example, such clubs as Future Homemakers of America and Future

Farmers of America have been integrated with classes in home economics and agriculture. A related trend is the broadening of the curricula of the school to include many activities that have been traditionally considered extracurricular in nature.

Examples of this tendency include such activities as art, music, and student publications. This movement toward "curricularization" of student activities, when realized on an extensive basis, could serve as an ally to the schedule maker in the following ways: problems centering around the balancing of curricular and extracurricular activities would be less acute; the problem of finding a place and time in the schedule for activities would be at least partially solved; and the problems of space, sponsors, and equipment would have a tendency to disappear.

Utilization of a portion of the lunch period on a school-wide basis for extraclass functions is employed in some secondary schools. A fifty or sixty minute lunch period will allow time for an activity period approximately thirty minutes in length, which, although too short, will enable many pupils to participate in activities who otherwise might be deprived of the opportunity. This technique, despite its numerous limitations, is particularly suited to schools where space, supplies and equipment, and teacher sponsors are limited.

In large schools where cafeteria space is insufficient for the entire student body to eat simultaneously, two, three, or even four lunch periods may be necessary, the students eating in "waves." In such situations, some schools utilize half of each group's lunch period for the students to eat lunch and the other half of the period for extraclass activities.

Such a schedule has the advantage of salvaging time for activities which might otherwise be wasted. On the other hand, this technique results in as many activity programs as the school has groups of students eating lunch. Such a schedule necessitates considerable duplication of activities for sponsors and is difficult to administer.

One secondary school² has reported experimentation with a "study day" each week. This procedure was begun because the pupils were

² Gladys Mapp Cannon, "Study Days at Manatee," *National Education Association Journal*, (September 1953), pp. 344-345.

having difficulty making up class work they had missed, and because they had little time for extracurricular activities when the school was operating on its regular schedule.

The program for this special day includes study periods for pupils who are behind with their class work, and numerous types of extraclass functions for the remainder of the student body, none of whom are excused from school on this special day.

The scheduling of extraclass functions in this manner eliminates the possibility of conflict with regular class work and permits all students who are doing satisfactory classroom work an equal opportunity to participate in the activities of their choice.

On the other hand, such a schedule decreases the amount of time spent in regular class work, increases the duties of teachers and clerical workers in the school, and prohibits or restricts participation in extraclass functions on the part of the pupils who are not doing satisfactory class work.

Many schools still hold to the idea that the school day should be used exclusively for the benefit of the classroom program, thus forcing all extracurricular activities into the realm of out-of-school hours. Admittedly, such a scheduling technique is attractive to the administrator for several reasons, among them being: all conflicts between class and extraclass activities are eliminated; space, equipment, and supplies are more readily available; functions may come to a close at the will of the group, and not at the end of a period; participating pupils are likely to be more interested in the program; and teacher sponsors who cooperate with the program will undoubtedly have more interest in the activities than if arbitrarily assigned sponsorship duties during the school day.

Despite the many advantages of scheduling activities during out-of-school hours, such a technique possesses one distinct limitation, viz., it reduces participation in the extracurricular program materially. In brief, such a method of scheduling is undemocratic, in that it automatically precludes participation in the program on the part of a large per cent of the student body. Therefore, an after-school activities program is destined to serve only a relatively small segment of any student body.

In conclusion, it is evident to even a casual observer of the secondary school program that

adequate time for student activities during the school day is the one indispensable characteristic of any extracurricular schedule which is to serve the needs of all youth. This is a large order—one that many schools are striving to fulfill, with few, if any, succeeding on a one hundred per cent basis. The one irrefutable fact that stands out in any exhaustive study of extraclass scheduling techniques is that no *one* type of schedule provides *all* the answers for *any* school.

The realization of the goal of broad student participation and equal opportunity for participation in extracurricular functions on the part of all students is certain to rest in practically all instances on the utilization of a combination of the presently known scheduling techniques. The use of activity periods, home room periods, lunch periods, free class periods, out-of-school hours, and any and all other blocks of time available must be brought into play before the struggle against *time and schedule conflicts* is unconditionally won.

An Aquarium Club

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The Aquarium Club at Alexander Hamilton Junior High School is composed of pupils interested in the breeding of tropical fish. They meet once a week to discuss problems such as balancing an aquarium, species of community fish, and methods of cross-breeding. There is a large number of aquariums at this school including one 60 gallon tank.



Club Members Are Active

About once a month a tropical fish auction is held. Here the members dispose of their excess fish and bid for other species. These auctions enable pupils with limited funds to still enjoy and participate in an interesting hobby.

A club for everyone—and everyone in a club, seems to be a reality in this school. The pupils seem to enjoy their extracurricular activities and derive much practical training and enlightening participation in the endeavors.

Students accomplish many constructive ideas and practices through organizations—student government, safety measures, various activities, social functions.

Safety Education—A Challenge to Youth

THE CURRICULUM IN OUR SCHOOLS is to educate youth for living in a modern world. Since safety education is a vital factor in our lives, schools must of necessity include aspects of safety education in their instructional programs. Provisions should be made for a wide interchange of information. As new knowledge is received by a school it should be made available to all so that an expanding program is developed.

Active participation and effective cooperation at all levels of the state education system will secure understanding of the problems and enable our schools to have the benefit of the total experience of the over-all program. It is highly important that we make every effort to integrate our knowledge of newly rising problems into our present program of education.

As plans are made to implement safety education concepts, the needs of the individual school should be the primary consideration. Therefore, all people concerned at the local level should have some part in the planning.

Safety education in the schools should begin with an informative and readiness program for teachers, pupils, and parents. Considering the secondary school level, the objectives of the safety education program in the school should be: (1) to provide facts; (2) to develop an interdependence between the school and community; (3) to provide experience which will aid in developing and understanding protective citizenship in the present age; (4) to provide experiences where pupils may participate in action or service projects with school or community groups; (5) to provide a program of safety education which is in keeping with the age in which we live.

The teaching of safety education in our schools today must mean more than fire drills,

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or furnishing identification tag. It cannot be a program limited to one short lesson, nor one emphasized for a few days or weeks and then pigeonholed for the rest of the year. In general, the more indirect the approach to safety education is made, the more lasting will be the results. A happy medium should be reached whereby the program is included at many points in the curriculum. With that approach, the pupil will learn thru a variety of experiences.

Some areas of the curriculum may be enriched thru modification to include safety education materials. Natural sciences, social sciences, mathematics, and language arts all provide opportunities to develop understandings of various aspects of safety education. Driver education and first-aid instruction are often included in the curriculum to develop particular skills.

Instruction concerning safety education cannot be a packaged program. Neither should it be the single consuming theme of all pupil activity. Rather, it should be appropriately included at the many points in the total curriculum where its application and utilization are consistent with ongoing classroom activities. Obviously, these things are the responsibility of the school principal, supervisory personnel and faculty.

The question is: What can youth do for themselves? Where in the school program can pupils be involved in activities which will teach them to be safety conscious by participating in safety education projects?

There is inherent in youth a vast unexplored

potential for constructive action. Actually we do not know what youth can do, for we have only begun to experiment in the field of worthwhile activities for youth. However, during the past twenty years one cocurricular school group has become increasingly important because of its rapid growth, its acceptance among educators, and because of its vast potential for effective action. It is the student council.

It is possible that in the student council we may find the means of lending support to constructive activities for youth and at the same time accomplish positive strides toward a more effective program of safety education. The student council may be the laboratory thru which our efforts can be channeled.

First, let's consider exactly what the student council is. It is an organization of students, elected by students, to serve as their official representatives in all matters of concern to the entire school. It is somewhat comparable to a state legislature or to Congress in that the representatives of the people (or the students) are elected to represent them and to speak for them.

The student council provides a medium thru which student opinion may be heard and a forum for the consideration of common school problems. But it is more than this. Besides being a student forum, the student council is a training ground for leaders and followers. It provides students an opportunity to act in a real situation, not one which is "made up" just for practice.

The student council is involved in the real problems of the school and can offer many suggestions for improvement; there is not and should not be any "make believe" in the functioning of a truly effective student council. Thus, involvement in the real and important problems of the school gives students an opportunity to be heard and the accompanying understanding that their opinions are not only listened to but are also acted upon.

One of the best ways to learn something is to do it. Thus, by providing an opportunity for high school students to do the things which a good citizen does, the student council teaches good citizenship. It encourages students to become interested in civic and social matters and to take significant steps to alleviate a situation or to suggest ways and means of improvement.

The main purpose of the student council is to teach good citizenship and, thus, the student council becomes, in reality, a laboratory of

citizenship, an organization that teaches our young people to be good citizens by doing the things which a good citizen does.

The student council also makes a very significant contribution in a somewhat more specific manner than in teaching the rather nebulous business of good citizenship. Most all-school campaigns are now conducted by the student council. The council decides upon the campaigns to be conducted and the manner in which they will be run. It is the one, over-all student organization which represents everyone in the school and speaks for everyone.

The student council is the one group offering membership and participation to all and not just a select few. It is the student organization that coordinates all other student activities, that teaches citizenship thru providing an opportunity for students to do the things which a good citizen does. It provides training in citizenship rather than merely training for citizenship. It helps develop leaders and intelligent followers and provides an opportunity for students to become involved in the real problems of the school and community.

In a recent survey of the National Association of Student Councils it was discovered that from two-thirds to three-quarters of the high schools of the country have some form of student participation thru a student organization generally called the student council. There are more than fifty state student council associations thruout the United States. The National Association of Student Councils now has more than 7,200 school members.

The organizational structure to reach thousands of youth is already complete. The student council provides a natural avenue thru which to stimulate interest and activities concerned with safety education. The student councils concern themselves with school and community problems under the guidance of, and in close relationship to, school administrators and teachers.

Whenever a student council exists there is an opportunity for young people to work on the vital problems connected with safety education. A successful student council should always be engaged in promoting worthwhile activities and safety education projects are certainly worthwhile. In fact, such projects are in line with every principle governing the selection of an activity worthy of student council consideration.

First, a safety education project would be

meaningful to a large part of the student body. The students would feel that there is a worthy purpose behind the project and that the project is of sufficient importance for them to contribute time and effort to its successful completion.

Second, a safety education project would present a real challenge to the student body and would require its best thinking. Such projects would demand considerable imagination and ingenuity.

Third, safety education projects would be interesting to the students. It is a program for which students will have considerable enthusiasm, because it has individual meaning.

Fourth, the program might include, insofar as possible, every student in the school.

Fifth, there is a reasonable chance for the program to be successful. Certainly it will not be completed within one year or perhaps five years, however, careful planning from year to year will result in steady gains toward safety consciousness in the school and community.

The activities of the student council might be an integral part of the total school safety education program and deserves consideration by all concerned in promoting safety education in the schools.

The challenge is clear. It is vitally important that youth understand and be concerned about the part they play in the development of safety consciousness throughout the community. It is necessary for schools to set up an organizational plan. Likewise, it is necessary that students become acquainted with the plan and that they should be involved in its formulation.

The primary motivating force must of necessity be the professional school personnel, yet to become a truly significant program youth must participate to its greatest capacity. The student council offers the opportunity for youth participation. Let us give encouragement, advice, counsel, and guidance to the student council in the interests of safety education, the total school program and constructive activities for youth.

School morale, group spirit, loyalty, devotion, respect, pride in membership are qualities that make for social coherence—enhanced by assembly programs.

Purposes of High School Assemblies

A DIVERGENCE OF PUBLIC OPINION regarding the purposes of the high school assembly program has existed through practically every phase of its development. That such divergence remains in the present is indicated in the results of a nationwide study of high school assemblies recently completed by this writer. The study attempted, among other things, to secure an evaluation of certain assembly purposes by those most concerned with assemblies in our present-day high schools.

To secure data for this and other aspects of the study a questionnaire was constructed and, after refinement, was sent to 493 high school principals randomly sampled from all of the forty-eight states and the District of Columbia. The size of the sample in each state was five schools plus one per cent of the total number of public high schools in the state.

When the questionnaire was developed, nine purposes or objectives of the assembly were selected as being generally representative of the opinions of contemporary authors on the subject.

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Those concerned with assemblies in the schools selected for study were asked to select the three purposes, of the nine listed, which they considered the most important; to designate the three purposes they considered next in importance; and, if they so desired, to substitute other purposes in place of those listed.

Those purposes not rated as either "most important" or "next in importance" were considered as being rated "of least importance" by those returning the questionnaire. Of the 389 schools responding to the questionnaire, 376 respondents rated the listed purposes in the manner requested.

To serve as a basis for tabulating responses and ranking the purposes listed, a value of two points was given a rating of "most important" and a value of one point was given for a rating of "next in importance." The total number of

value points assigned to a purpose divided by the number of respondents taking part in rating the purposes gave an average-value rating. The purposes were then ranked according to their average value.

Ranking one and two on the rearranged list of purposes, as rated by the 376 respondents, are the purposes "To aid in unifying the school" and "To stimulate interest in all phases of the school program." The fact that the average-value ratings for both purposes are so nearly equal may be due to the fact that they are rather closely related to each other.

Those concerned with assemblies in the schools studied possibly realize that school unity can be developed only if students are made to realize the worth of all phases of the school program. One might expect, also, to find the value rating for these two purposes correlating very positively with the size of the school from which the rating came. An administrator of a larger high school might feel a greater need for a unifying instrument than the administrator of a smaller school. Such a correlation is not evident in this study.

Those rating these purposes in the twenty-one schools with enrollments less than 100 gave a slightly higher rating to the "unifying" purpose than did those from the fifty-four schools whose enrollments range from 1,000 to 2,600 pupils. The average-value rating given the purpose of "stimulating interest in all phases of the school program" was higher in the 146 schools whose enrollments range from 100 to 399 pupils than it was in the fifty schools whose enrollments range from 700 to 999 pupils.

DESIRABLE AUDIENCE HABITS AND EASE AND POISE BEFORE GROUPS

Ranking three and four on the rearranged list of purposes were "To develop desirable audience habits" and "To help pupils to gain ease and poise and ability to speak effectively before a group of people." Despite the high ratings given these purposes, those who rated purpose four as "of least importance" may have good reason for doing so.

In the relatively small school it is conceivable that most, or possibly all, students might have opportunities to attain the objective suggested by appearing on assembly programs. In the larger schools, however, it seems doubtful that a sig-

nificant percentage of students could participate often enough to gain "ease and poise and the ability to speak effectively before a group of people."

This seems to be indicated by the value ratings assigned to this item in the various schools in this study. A much higher average-value rating was given this item in the schools with enrollments of less than 700 pupils than was given in the schools with larger enrollments.

The rating given the purpose, "To develop desirable audience habits," does not appear to be overly influenced by the size of the school from which the rating came. It is surprising to find this purpose receiving its lowest value rating in the schools whose enrollments range from 1,000 to 2,600 pupils. This may indicate that assembly behavior is no more a problem in the larger high schools than it is in the smaller.

PUPIL PARTICIPATION

Fifth in popularity was the purpose "To provide for pupil participation in the organization of programs." One hundred thirty-eight respondents rated this purpose as most important and 123 rated it as next in importance. One principal wrote, "Our assemblies are for the most part student-activated and carried out." Another stated, "If our schools are for our kids I think they should be allowed to have their own assemblies and plan them also."

A principal in a school with an enrollment of sixty-six pupils voiced a somewhat different opinion. He said, "In a small school such as ours, the students all know each other quite well, and I would say student interest is highest when we go outside the school for programs."

The rating given this objective of "pupil participation" seems to be affected some by the size of the school from which the rating came. Average-value ratings were higher in the larger schools. The fact that 115, out of the 376 people rating the purposes, rated this purpose as "of least importance" seems to indicate that in many high schools pupils are not being given the opportunity to participate actively in planning and producing assembly programs.

GROUP GUIDANCE

It is surprising to this writer that the purpose, "To provide opportunities for group guidance," does not rank higher on the list of nine purposes than the sixth place to which its average-value

rating assigns it. There may possibly be a reason for this low rating.

Many of the administrators and teachers who rated these purposes may feel that this objective is taken care of in other ways, through clubs and home room programs. It is probable that this is true in many schools. It seems understandable that this purpose received its highest rating in those schools with enrollments of 1,000 or more pupils. The administrators of such schools must of necessity think more in terms of large-group action.

A FEELING OF BELONGING

Seventh in popularity with administrators and teachers taking part in this phase of the study was the purpose stated thus: "To promote a feeling of belonging by providing for audience participation in programs whenever feasible." The size of the school does not seem to make too much difference in the rating of this purpose. It was rated eighth in schools with enrollments of 1,000 to 2,600 and seventh in the other size groupings.

Whether or not the ninety principals and teachers who rated this purpose as "most important" are in the "better" high schools is not determinable. The fact that 161 out of the 376 ratings were "of least importance" does seem to show that the "audience-participation" stage in the development of the assembly is yet to emerge in a large percentage of our high schools.

PROMOTION OF WORTHY SCHOOL PROJECTS

Item eight on the rearranged list of purposes, concerned as it is with the promotion of worthy school projects, was rated "most important" by seventy-five respondents out of the 376 and "next in importance" by 139 of those rating the purposes. This seems to be another area where school size makes little difference with the exception of extremely large high schools with enrollments of over 1,000 pupils. This purpose received a slightly higher rating, being ranked seventh, in those schools with enrollments of 1,000 to 2,600 pupils than it did in the other schools.

Many rating this purpose so low may possibly feel that it overlaps with the highly-rated purpose: "To stimulate interest in all phases of the school program." If one defines the high school's curriculum or program to be "all activities under the direct supervision of the school"

then worthy school projects are phases of the school's program.

A RECREATIONAL PERIOD FOR TEACHERS AND STUDENTS

Ranking a very poor last in the rearranged list of purposes was the purpose thus stated: "To provide a recreational period for teachers and pupils." Many of those returning the questionnaire felt compelled to write certain appendages to this statement of purpose. These included: "No, definitely not," "Emphatically not," and "Not in my school."

One principal writes, "A few years ago when we first started assemblies, amusement was the order of the day. Now we seldom have any for pure amusement." Another states it this way: "We forever keep educational and social values foremost in mind in our assemblies. Entertainment is strictly secondary."

Is this to say that those concerned with the assembly in our high schools today do not believe that they should be entertaining? This investigator does not believe this to be the case. Many explained their continual search for varied programs which "will maintain high student interest." Several, who listed certain criteria by which they attempted to appraise their programs, thought they should provide wholesome entertainment.

This low rating seems to be an indictment of the poorly-planned "slapstick" comedy programs which predominate in some of our high schools today, of the practice in some schools of taking a period out of the day to view "western" movies, or of assembling for a morning reprieve from classwork even though nothing worthwhile has been planned.

OTHER PURPOSES

Most other purposes suggested by those who gave their views are closely related to the nine listed on the questionnaire. The purpose added most often to this list was that the assembly should serve as a public relations device. Several expressed the belief that the assembly is a splendid means of interpreting the school's program to the community. It seems that the assembly might help to coordinate school and community interests. Many community activities might receive help through the school assembly.

It was the concern of several, who added to the list of purposes, that the assembly be used as a means of enriching the student's cultural back-

ground. As one principal expressed it: "The assembly provides opportunities for developing appreciation for the finer things of life."

Third in frequency among the other purposes listed was a purpose which might be worded: "To teach good citizenship and foster a spirit of democracy in the school."

Fifteen other purposes in addition to the above three were added to those listed. These, however, were listed by only one or two respondents. They are:

1. A place to present an outcome of the curriculum and to enrich it.
2. To give educational experience and knowledge not provided in the classroom.
3. To develop leadership among students.
4. To observe special historical days and events.
5. To provide social education.
6. To mirror the entire life of the school.
7. To offer opportunities for students to express themselves on and off the stage.
8. To provide for outside participation.
9. To provide a general education program for entire student body.
10. Enable students to find themselves.
11. Help relieve tensions of pupils and teachers.
12. Bring out interests and abilities of pupils that might otherwise remain hidden.
13. To recognize student achievement.
14. A means of effective school administration.
15. To mold pupil opinion on international and national affairs.

SUMMARY

The variety of ratings given the various purposes of high school assemblies indicates thoughtfulness on the part of those administrators and teachers who took part in this study. No one purpose was rated "most important" by everyone completing this part of the questionnaire, and none was rated "of least importance" by all.

The size of the school did not seem to be too much of a factor in the way the purposes were rated. The various purposes which were added to the list of purposes on the questionnaire reflect a genuine interest in, and knowledge of, the assembly as a high school activity.

EDITOR'S NOTE: This article is one of a series on a very important school activity and additional articles will be presented in future issues of SCHOOL ACTIVITIES MAGAZINE. Dr. Whitlock has had much valuable experience in promoting assembly programs and has made extensive study, including information for a Ph.D. dissertation.

Correlating With Rhythm

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In teaching the three R's it is generally agreed that they are subjects which should be an integral part of early school training. With extracurricular subjects there is sometimes a division of opinion as to the usefulness of the subjects. Therefore, any negative attitude is the problem that the teacher must meet with positive proof.

In branching out into an extracurricular field, the rhythm band offers an invaluable opportunity for the grade teacher to enrich the regular required course. The band can be used effectively as a means of stimulating interest by correlation with other school subjects.

While studying Indiana History in our fourth grade, the band learned to play several songs which helped them remember the boundary of the state. The southern boundary was represented with a musical impression by playing "Beautiful Ohio." The song "Illinois" represented a portion of the western boundary. They also learned the words and author of their state song, "On the Banks of the Wabash." On another occasion, as a fourth grade geography incentive the theme "A Musical Tour" was chosen for our annual rhythm band program.

In connection with the program, a large map was handmade using different colors for each country. While the band played typical music, a narrator used the map and gave a geographic account of the location portrayed musically.

Thus, the progress in geography was exhibited as well as their advancement in music.

For a connecting link in the musical descriptive, the narrator used explanatory remarks such as the following:

1. We will begin our tour in the U.S.A. with a march by John Philip Sousa—"High School Cadets."
2. Crossing the Rio Grande we will go to Mexico. The tambourine section will be featured in the number—"La Cucaracha."
3. Next for a hop over to London with—"London Bridge."
4. Now we will play a medley composed of European numbers—"Blue Danube," "Swiss Mountain Song," and "That's an Irish Lullaby."
5. Jogging along on the desert with a camel

caravan to the music of—"In a Persian Market."

6. Back home again—we will conclude our program by playing—"Down South."

The outline described above was the plan used to introduce the numbers in our advanced rhythm band class. Likewise, as was experienced by the writer, the band can be used to great advantage in the first grade.

It is especially helpful in teaching muscular coordination. A first grader in the class observing her own improvement during the year remarked, "See!—I do not play the maracas like a baby's rattle, now."

An excellent example of controlled muscular skill can be evidenced while watching the children play an old favorite—"Pop! Goes the Weasel." With this number it also requires class teamwork to refrain from striking too soon,

especially on the word—"POP!" With the use of rhythmic actions, nursery rhythms in a first grade reading class can be made more lifelike.

As a means of encouraging free activity, methods of producing realistic sound effects can be left to the ingenuity of the children. To achieve the best results in this type of activity, we started with a familiar tune like "Hickory, Dickory, Dock."

An important feature of a band presentation as described in the preceding paragraphs is the fact that the teacher can choose musical selections which are adaptable to the class.

The success of any rhythm band depends largely upon the amount of contagious enthusiasm and push that the teacher is able to exert. With the teacher behind a project and the children for it—who can be against it?

It has been said, "Clothes do not make the man." A building does not make a school—but excellent specifically constructed facilities really help a great deal.

Our Student Council Room

THE MODERN CONCEPTION OF THE STUDENT COUNCIL in regard to the school is that of a heart and a body. The writer sincerely believes this after studying in a new building (designed by Hudgins, Thompson, Ball, and Associates) which was built with the student council room the center of student activity.

Northwest Classen, a plant presently holding some 2,100 pupils, is considered the most beautiful and modern school in the southwest. Students and faculty feel positively that this is true!

Your first impression is that of hugeness, sprawling proportions, and glass, glass, glass! Enormous parking lots, a baseball stadium, full-size track, and gigantic fieldhouse spread out in all directions. (We love it!)

The blonde brick edifice has two main entrances: An imposing glassed-in two story main entrance, where the main administrative offices and auditorium foyer are located, is the larger of the two. The smaller one is less imposing, though the more popular with the students. It is just inside this door, to your left, that the student council room is located.

At a junction of two of the main halls, the student council room, the student store, the li-

brary, and a large display showcase look across

PEGI DROMGOLD
Student Council Parliamentarian
Northwest Classen High School
Oklahoma City, Oklahoma

and diagonally at each other. Glass walls make each room appear open to the minutest inspection. Planters around the glass corner of the library add a warm touch, for the halls seem more like those of an important business building than a school.

The colors of the halls are light green, with soft dusty-pink trim on the ceilings and windows. Skylights furnish enough light so that artificial illumination is usually never needed in the daytime.

Our student council room is somewhat smaller than the average schoolroom in its main study area. However, a glass-walled sponsor's office, two restrooms, a full wall of filing area, and a section easily partitioned off make up the rest of the space.

The door is our pride and joy. A bronze plaque proclaims: "Student Council—Your Representative Body." It is often an unexpected in-

spiration to entering representatives. It also is a reminder of the seriousness of the business that we attend to within those walls.

Equipment is plentiful and functional. Representatives are seated at designated seats around nine tables. The tables are in three rows. Six chairs are at each table with an extra row of chairs, to take care of overflow, at the front of the room.

Officers, other than the president, use these chairs in the front of the room, on either side of the president's desk.

Two desks are in the main area, one which has a concealed typewriter. The typewriter-desk is allocated to our secretary and the large desk in the front of the room serves our president. The counselor's office is a hub of activity, containing a telephone, desk, typewriter, filing cabinets, and shelves.

The school intercom system, which has signal buttons in each room of the two-way convenience, has an outlet in both the main council room and in the counselor's office. Thus, any immediate information we need from the head office is easily reached. We just push the signal button and have immediate contact with the office intercom operator. It is a wonderful help at hurried meetings.

Boxes are being set up in the closets in the main room for each officer to use in council business. Members of the council wishing to make suggestions or relate meeting information, etc., have an easy way of communication. (Our officers are president, vice-president, secretary, treasurer, parliamentarian, and our store manager—considered an official.) The bulletin board is located nearby, at the front of the room, and plans are underway for boxes for each representative.

Only one class, that of the counselor, meets in the student council's room in addition to the council itself. Two days a week, unless special business is in order, the council meets—the other three days representatives not otherwise occupied, meet in a civics class, directed by our student council counselor.

The first period of the day, 8:30 until 9:25 a.m., is meeting time of the council and civics class. Regular credit is given representatives, providing they take civics in addition to representative work. Schedules of representatives

are arranged so that they can devote this first hour entirely to council business.

The room is always open to representatives, and one of the officers is usually found at a desk or typewriter.

All elections are held in this centrally-located room. Each adviser is a member of a ward, and students are automatically registered in that ward. Voting is by secret ballot, done in the council room.

The window walls are generally covered with cartoons and slogans of how we're going to defeat the opposing team in Friday night's battle. Our school colors (purple and gold) are on display somewhere, always.

There are two doors to the room: One which opens into the main portion, and one which is just opposite one of the doors to the counselor's office (it also has two doors). A partition closes off the passageway from hall to counselor's office, so that in important meetings students entering do not disturb business.

Just across the hall is our beautiful student store. Glass display windows surround it, and students are always leaning on the wall-to-wall counter. We representatives and officers work in shifts in the store, as the store is student council run and supports the council only. We normally begin realizing profits during the second semester.

Every commodity used in any class at school is supplied, with prices the same or below those of dime and drug stores in the surrounding shopping centers. This year, notebooks with the school's picture, ribbons with slogans for each conference football game, buttons saying "I'm a Knight," Northwest Classen pencils, and even college-style stuffed animals with NWC on them have sold out.

School spirit is amazingly high with the help of 10¢ megaphones in our school colors, and banners of different sizes which have the school emblem. The store is open all day long, before and after school.

Our display window, diagonally opposite the council room, features store displays, election publicity, "pep placards," and pictures of athletic teams. The council leads the way in these displays, though the entire student body is concerned with setting up the window.

What we have now is not all, however, for plans are in order for draw-curtains at the coun-



Time Out!

selor office windows. Often executive board meetings, vote-counting, and consultations need the added privacy of a closed room. And, for us, privacy in our meetings—at least visual privacy—is unheard of!

Student council representatives also manage the student lounge, located next to the display window across the hall. Our lounge is very beautiful and is one of the first things we show visitors in the building.

Furniture for the lounge has been purchased, shelves and a desk added, and sliding doors open out onto an open-air patio. The lounge possesses a built-in television set, a telephone, and a record player. These conveniences really make the lounge what it is supposed to be—a haven for students.

Council members take turn at "host" and "hostess" duty. We oversee the record player, television, and make sure the draperies are taken care of.

Doors to the student lounge open from the hall in, and from the lounge out into the social center—our cafeteria. The lounge is just inside the south entrance to the building, and through it is the only way students may enter into the social center for school dances. It is then a virtual lobby.

The values to the council of this ideal setup are realized only when we visit conventions of representatives from all over the state and surrounding states. Their problems are ones that our building in itself solves for us.

This year our school added a freshman class. I feel certain that the respect of these new members and the willingness to cooperate with school officers and administration have been due, for the most part, to the importance and place given to our student governing body.

Being able to look across either hall and see proof of one's efforts is very gratifying. On one side, our financial and spirit-building backbone, the student store; across the hall our contribution to student morale and comfort. To either side we can see streamers of school colors decorating the windows—even on our counselor's shirt a ribbon proclaiming "Spear the Spartans" flutters. The student council has provided them all, with the help of the student body and administration. It is a wonderful feeling.

Perhaps the newness is a factor in the care which students give the student council room, store, lounge, and all the other departments of the building. We stress the honor system, especially in the council, and it has paid off to almost everyone's satisfaction. Of course being in a glass "fish bowl" as we call it, helps everyone to be on his toes.

I think even an open door and a standing invitation to the student body would do the same. Certainly we feel watched constantly and are always on our best behavior.

The separate sponsor's office is a wonderful help too. We can see what he is doing, he can see what we are doing, yet he can't hear us, as the doors to his office are closed. Almost always we have the meeting under sole supervision of the officers.

The principal, activities director, various department heads, and representatives from all phases of school life are treated very definitely as "guests" regardless of whether the counselor is there or not. We are so accustomed to having people walk by in the halls and look at us that visitors in the room are no novelty.

It's terribly hard not to brag too much about such a setup! But having such a special room, so designated for all to see, makes our work seem twice as important. The student council is a group which is mentioned with pride. A representative is treated like a special person, for indeed he is! He has had to meet the necessary grade requirements, received the confidence of his adviser, and, "to top it off," he works in the "fish bowl" where all can check on him.

Our "home" means everything in the world to us—my one wish is that student councils all over the United States might be blessed as we have been. An inspiration such as this is one to be constantly lived up to!

School Publications

ALAN SCOTT
School of Journalism
The University of Texas
Austin, Texas

There are few schools of any enrollment size in Texas which do not attempt to issue some sort of newspaper or yearbook. While those which do not have one or the other indicate that lack of funds and lack of interest are the reasons for the absence of the publication, these are obstacles which, in these times, can be overcome with properly directed effort. It is the writer's firm conviction that any secondary school desirous of having a newspaper or yearbook can produce a most acceptable publication.

This statement is made in the light of assistance which can be secured from various sources such as the Interscholastic League Press Conference and the various schools and departments of journalism in Texas colleges and universities.

How often a school should issue a newspaper depends entirely upon the size of the school, the size of the community in which the school is situated, and the journalistic needs of the school.

The bi-weekly newspaper is most prevalent, and if one looks past the high schools with enrollments of 1,000 and more the dominance of the bi-weekly and monthly newspapers is outstanding. In schools with less than 300 students if a newspaper is published each week this periodical is, in practically every instance, a mimeographed paper which can be produced within the school and without the cost of any outside printer or lithographer.

It is rather surprising to find, in the 1954 period of prosperity, so many high school publications being subsidized by the high school or by organizations associated with the high school. It is the writer's opinion that subsidization is neither necessary nor desirable. Even the smallest secondary school should be able to support its publications through subscriptions and/or advertising. If the school authorities do not permit advertising in the publications then there are various other ways in which to raise the funds necessary to produce a publication free of subsidization.

In this age of retail competition, ample prosperity, and comparative well-being there seems little excuse for a high school newspaper or year-

book to accept subsidies from any official or semi-official source. When this is done, there is definite indication of poor management, narrowmindedness on the part of school authorities, or laziness on the part of both students and faculty.

Response to inquiries indicate agreement among teachers and sponsors on the value of the journalism course and the school newspaper. However, the yearbook does not receive such an approval.

The writer, having worked with college students on a number of yearbooks, believes the lack of support for this publication on the part of high school faculty arises from the fact that publication of this book is many times a difficult and exasperating job.

The newspaper is a much more tangible thing, appearing as it does every week or two. The yearbook requires more time on the part of more students and there is no evidence of results until the once-a-year publication date.

Furthermore, while a yearbook is a more permanent publication it does not offer nearly as much journalistic opportunity as does the newspaper. For this reason, among others, it apparently is not considered as worthwhile for "the majority of students who enroll for, or participate," in this student activity.

It is interesting to note that the magazine is considered worthwhile by instructors in schools where a magazine is issued. This type of publication can be an excellent outlet for the feature story or fiction article. Most schools find the magazine a hazardous undertaking and few schools endeavor to publish a student magazine regularly.

What You Need

TIP TO FISHERMEN

Fishing tackle that will not rust or kink is proving to be an antidote for anglers' headaches. In the familiar bead chain design, Monel nickel-copper alloy items now being produced include swivels, leaders, casting and trolling leads, and trolling spoons. As each bead in this type of tackle is a perfect swivel, it is impossible to kink or twist the line. Monel wire line is also being used by many fishermen because of its ability to get down deep without weighting. Another advantage of Monel line is its great tensile strength—the five-pound test line is only nine-thousandths of an inch thick.—Gleaned

ASSEMBLY PROGRAMS

for May

Organizing the assembly is most important. One of the reasons why the earlier assembly was not properly organized and capitalized as an educational opportunity was the attitude of the principal towards it. He planned, staged, and conducted it; he was it. Little wonder these programs were poor in material, stereotyped in form, and inferior in presentation.

Even yet in some schools, the program is unplanned until just about time for it. The principal hustles around, finds a few extra announcements, hurriedly thinks up a sermon, or unloads the responsibility on some teacher or student who is always ready for just such an occasion; and thus the program goes off on scheduled time but in sorry fashion.

The assembly should be as carefully planned as any other activity of the school. Staging a program is staging a dramatic performance, a task that requires great knowledge, skill, and judgment, and much time spent in serious rehearsal. One instant's consideration of the great variety of types of material and methods of presentation will convince even a skeptic of the omniscience that any one individual must have in order even to supervise these programs successfully.

The busy principal, with a hundred details of administration and supervision to worry him, does not have the time to handle the program, and, in addition to his many other responsibilities, he can never be expert enough to emphasize fairly all of the specialized activities that should be represented in it. And considering the assembly merely an administrative device or convenience instead of an educational opportunity only limits its usefulness and retards its development.

Increasingly the scheduling, promoting, and developing of assembly programs is being considered a highly specialized task—one that requires careful study, persevering experimentation, and diligent effort. Only by definitely charging responsibility and by demanding results worth the time and energy invested can this activity be made one of real value to the school and its students. The appointment in many schools of directors of auditorium activity proves that expertness in this field is being recognized and demanded.

MUSIC ASSEMBLY

Department of Music

Suggested Scripture: Psalm 130

Music Week or a music festival of some kind is observed in a great many schools the latter part of April or early in May. A common practice is to present a musical assembly and later repeat the performance in an evening program for the public. Two programs presented at a high school in Virginia, are typical examples of such assembly programs.

The high school had two assembly programs based on the theme, "Music makes the whole world kin." The first consisted of piano recitals featuring music of different nationalities; the second was a violin ensemble in which six girls from the violin class played musical selections of various lands.

Some of us feel deeply that it is the duty of the school to bring about greater appreciation of music—an increased enjoyment and wider understanding of the beauty and message of music.

We feel that the students hear jazz and rock and roll, and popular tunes outside of the school, over the radio and TV, in the home, and at their social functions. Just as we try to train them to read and love good books, so we should train them to listen to and to appreciate, good music.

At one assembly we had some of the most talented pianists among the students give a program of music of different nations. The program, which was well received, consisted of the following: Clair de Lune—Debussy (French); Lullaby—Brahms (German); To Spring—Grieg (Norwegian); Scherzo—Mendelssohn (German).

Next we tried a violin ensemble, consisting of selections from different lands. One of the members explained that music depicts characteristics and customs of a people and is descriptive of their occupations and festivities; that it springs directly from the daily life of a people; that certain musical characteristics are common to all countries; and that certain elements are recognizable in the music of all nations and of all times. Grief, love, tranquillity, humor, joy, patriotism, and religion are universal elements expressed in the music of all nations.

The program consisted of: Scherzo (Op. 78)—Schubert (German); Andante (from Fifth Symphony)—Tchaikowsky (Russian); Tango—Al-

READ! **THINK!** **STUDY!**
Believe! *Evaluate!*
EXAMINE! *Utilize!* **TEST!**
INVESTIGATE! **ACT!** **ASSIMILATE!**
Keep! **APPLY!** **USE!** *Patronize!*
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beniz (Spanish); Holiday for Strings—Dave Rose (American).

The attention of the students was gratifying and since these programs were presented, there have been requests from students for programs of a similar nature.

For the past few years a nationally known Symphony Orchestra has given a matinee for school children in our city. These concerts have been well-attended and highly appreciated by children of all age groups. We believe that the interest in good music on the part of the students is due to the training they are given by the teachers in the schools.

HONOR DAY ASSEMBLY Student Council

Suggested Scripture: Proverbs 5:1-3

An Honor Day Assembly Program is conducted in many schools near the end of the school year. Often the program is sponsored by the Student Council or the National Honor Society. Its purpose is to give recognition for all kinds of achievements. Following is an account of an Honor Day Program presented at a high school in Wisconsin.

The Honor Day Program varies each semester by decision of the members of the Student Council or National Honor Society who plan it. The first portion, however, is standard and is composed of: (1) Student's remarks on significance of Honor Day; (2) School song by the student body; (3) Announcement of honors by the principal.

These may include: senior scholarship honors, senior class officers, scholarship grants, state forensic honors, awards in various civic organizations, Quill and Scroll awards, awards of various school clubs, school scholarship medals, school service medals, and new members of the National Honor Society.

The second portion, planned by the members of the National Honor Society, is a preface to the presentation of the newly-elected members.

The chairman remained standing behind one microphone while the other speaker took position at a parallel microphone a few feet away. Honor Society members and winners of scholarship and service medals sat on the stage. When not speaking, the participants sat with the other honor students. The chairman described a reporter, for whom he had acted as student guide, who desired to write a feature story, "What's A School?"

He recounted the results of the reporter's visit and introduced the students who had been interviewed. The first student explained that he thought a school was a place for scholarship.

School Activities

The second, that a school must build character. The third, a place to build leadership. The fourth, a place in which one learns to serve. Each speaker told how his school develops each particular quality.

The chairman interpolated remarks presumably made by other students who had other theories: "School is a place I have to go to." "School means athletics to me." He completed his description of the visit by speaking of the National Honor Society which is the goal of students who show achievement in scholarship, character, leadership, and service.

Questioned by a fifth speaker, the chairman admitted that the reporter was mythical, but that as the interviews might have occurred, he found it possible even to imagine the opening lines of the story the reporter might have written. These lines serve to introduce the new members for induction into the National Honor Society:

What's a school?

Just boys and girls, their teachers,

And a golden rule for learning:

Know not for the sake of knowing,

But to serve your fellow men.

And somehow in the humdrum daily duty

Of the business of the school,

Judgment, understanding,

Loyalty, and honor

Touch the spirit

And develop character.

Thus with character and knowledge

From today's school there will come

The leaders of tomorrow

Who will serve their fellow men.

Each student stood as the chairman read his name; the principal presented the pins and administered the pledge of membership. The program was concluded with the singing of the Alma Mater.

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SUMMER TIME RECREATION

Departments of Physical Education

Suggested Scripture: Proverbs 4:1-13

Music: Spring music (off stage a record may be used to play a dreamy spring song) is heard.

(Music fades. Enter an old man, bent, leaning on a gnarled cane. His clothing is fantastic, shoes of different colors, patched breeches, swallow-tailed coat, high hat, a gay scarf around his neck. He walks over to the boy and pokes him with his cane.)

Boy: Go away, I'm busy. (Drowsily)

Man: You look sleepy to me. And is that any way for a boy to be when there are so many things to do during vacation?

Boy: Say, who are you?

Man: I'm just an old man who wants you to have fun doing all the interesting things that have been planned for your benefit.

Boy: What interesting things? I thought when school was out I'd have a fine time, but everyone is gone. None of the boys are at home. I can't find a single guy to do anything with. And besides, if I could find somebody, what is there to do? This town is dead!

Man: That's where you're wrong. Just watch. (In rapid succession come specimen acts in pantomime of each of the units of the recreational program. Each character moves robot-style. Each group is brought on stage with strains of "March of the Wooden Soldiers.")

Life savers practice artificial respiration.

Tennis players bounce balls with rackets.

Baseball player tosses ball at a mat hanging on rear wall.

Students in couples waltz in on roller skates. (To appropriate music.)

Two boys pitch horseshoes toward a peg on an old padded carpet; and get down and measure very carefully.

A boy and girl, appropriately dressed for the occasion, ride in on new bicycles.

A boy, appropriately dressed, saunters in with fishing pole over his shoulder, bait bucket in hand.

Afternoon activities in the parks are shown.

Groups are engaged in hobby activities—

Metal work

Leather tooling

Kite making

Whittling

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As the last of the parade of acts passes, the little man smiles and goes out slowly, as the dreamy theme comes up again. The boy is fast asleep. He rouses, rubs his eyes, gets up quickly, looks around, and the music changes to a lively spring song as the boy hurries out.)

Man: (Who has reappeared at the microphone, which is placed well to one side of the acting area.) As with this boy who slept in the sun, there are many things for you to do. Yes, many things for you and you and you. A summer to be remembered is one that is full of activity, profitable, busy activity—when one learns, when one develops physically. Take advantage of all that is available.

Music up.

THE FAMILY ALBUM Student Council

Suggested Scripture: Psalm 66:1-10

CHARACTERS

Boy	Mother
Girl	Grandmother

Scene: One afternoon in the family living room.

Girl and boy running into the room: Oh, Mother—Grandmother. We've just learned the newest dance. It goes like this. (Example of the Soc Hopp.)

Grandmother: (breaking in) That is a rather strenuous dance but not very graceful, child. You know I can remember watching my mother and father do the minuet while we youngsters sat on the sidelines. That is your great-grandmother (name) and great-grandfather (name).

(The huge album at the rear opens and out of it emerge three couples who do a graceful minuet.)

Mother: Why, Mother, that is almost like the Varsoviana that you and Dad used to do. I remember a big party you gave when I was a girl. Cousin (name) met (name) that night. Don't you have a picture of them in that old album?

(The album opens and several more couples, properly costumed, appear and do the Varsoviana.)

Grandmother: I liked to dance the Varsoviana, but I liked the polka too. Your father liked the folk dances better, so I learned to do the polka very well. Your Aunt (name) and Uncle (name) were the ones that could really polka. (Again the album opens and a couple appears. As they come forward they begin a polka.)

Mother: Do you remember when we were at college and learned the Charleston? You and Dad thought that it was so wild and unladylike. Dad wouldn't let us do it at our Christmas party that year. The Black Bottom and the Big Apple came a little later in the twenties, but I still liked the Charleston. Here is a picture of Sis and (name) in one of those marathon contests they had during that time.

(Out of the album comes a couple dressed in costume of the twenties who dance the Charleston.)

Boy: Say you are getting down to our time. I remember that during the second World War, the kids were doing the Jitterbug. Your brother (name) and (name) won the prize at a New Year's party. Look, there is his picture with (name).

(Dance: the Jitterbug.)

Girl: Well, Rock 'n Roll has really been popular with the younger sets. Yes, and it would probably still be predominantly popular in the picture of dancing if certain individuals hadn't gotten too rambunctious and caused our parents to crack down on such parties.

(Dance: Rock 'n Roll.)

Boy: And now within a short time Calypso music and dancing are ushering in a new era in the gentle art of amusement and recreation and pastime activities. It doesn't seem possible that such a complete change would be ushered in so soon. Well, it all goes to make a most interesting and challenging world in which to live. It seems like time sure does pass by in a hurry, though.

(Dance: Calypso.)

Girl: I guess every generation has its favorite dance, but I still prefer the Soc Hopp. Don't you, Jim?

Boy: Wouldn't it be funny if all the pictures in the album came to life and did the Soc Hopp?

(As he finishes the sentence, the music comes up for the Soc Hopp and out of the album come all the couples and do a wild Soc Hopp around Grandmother, Mother, Boy, and Girl. Finally the boy and girl join them. A smile crosses the mother's face. A smile crosses the grandmother's face. They, too, join the dancers and as the music comes to a close, all dance off the stage.)

HANDBOOK FOR STUDENT COUNCIL ADVISERS

By Lou McMonies and Genevieve McDermott
The cost is \$1.55 including postage and
may be ordered through the

MANUAL ARTS HIGH SCHOOL BOOK STORE
4131 South Vermont, Los Angeles 37, Calif.

News Notes and Comments

Study of Civil Defense

Knowledge is the key to survival in any national disaster, and schools are in a strategic position to disseminate that knowledge, according to a new publication of the Office of Education, Department of Health, Education, and Welfare.

The publication, "Education for National Survival," is a handbook on civil defense for schools.

The nation's schools have a twofold obligation in the civil defense program, the publication states. They should include in the curriculum the long-range civil defense training needed to meet threatened dangers, "whether they be from hurricane, flood, earthquake, explosion, fire—or war." They also should organize school personnel and set up plans so that they are ready to meet emergencies on brief notice.

Civil defense training can be woven into social studies, science, mathematics, health education, physical education, and other subjects, the booklet suggests.—The Indiana Teacher

Planning for MSPAA Convention

The Maryland Scholastic Press Advisers Association is promoting plans for the twelfth annual spring convention and writing tournament for students engaged in publication work. The all-day convention is scheduled for Saturday, April 6, on the University of Maryland campus. There were more than 600 registrants at the convention last year, according to "The Maryland Scroll."

Presents Novatar Assembly

World traveler, scientist, musician, and lecturer, Charles R. Ramsden recently presented assembly programs at Okmulgee, Oklahoma High Schools. He showed a new instrument called the Electric Novatar. In former years, Mr. Ramsden has played over more than fifty radio stations over the globe, including radio programs with the world famous movie and screen star, "Smiley Burnette."—The Okmulgee Torchlight

That's Salesmanship

We sold 1,200 yearbooks to a student body of 1,300 at Memphis Central High School this year.

To achieve this momentous undertaking of more than 90 per cent coverage, the business staff and adviser of the *Warrior* must plan carefully

for the circulation campaign. This campaign must be an effective one, one that will stimulate both faculty and student interest.

The principal at Central High is most enthusiastic about the school's publications. His attitude is caught by the faculty and in turn captured by the entire student body. With everyone sharing a spirit of achievement in attaining the goal set, it is no wonder that such a high percentage of students subscribe to the *Warrior* in the advance campaign!—Selma Siegman, Memphis Central High School, Memphis, Tennessee; Photolith

Organizing A Cadet Corps

The initial interest for the formation of a unit of a Cadet Corps within a school may arise from any source. The manner of including the cadet program in the total school curriculum is subject to the decision of the local school board, with concurrence of the superintendent and principal. Some school districts include the program as a pure elective, while others may utilize the Corps in lieu of physical education, granting physical education credit; other schools, principally private and parochial schools, make the first or more years compulsory. Each type offering has advantages and disadvantages. As a pure elective, it often will prohibit the participation of college preparatory students as their elective time is already overcrowded. As a physical education substitute, it may tend to eliminate the athlete because of interscholastic sports programs.—Harison P. Hopkins; California Journal of Secondary Education

Time Out—For Lunch

A healthful and attractive lunch served to and eaten by the nation's children each school day is the primary purpose of the school lunch program. Lunches are planned and served to contribute nutritionally to the growth and development of boys and girls. To achieve these purposes, concern must be given not only to the foods served for lunch, but also to the attitudes and habits of students toward lunch.

A generally accepted truism is that the food we eat affects our health and happiness. However, people do not always accept the responsibility for eating the proper food. Therefore, the value of teaching children the fundamentals of good nutrition cannot be overemphasized.—Betty Miller; Ohio Schools

Science Club Offers Opportunities

A Science Club which is designed to reach the superior student has been set up in one of the schools of Cupertino. The Club makes no restrictions whatsoever on any field of scientific endeavor in which a student may desire to work. The members of the Club must earn their way in by presenting various projects to the Club for points.

After a student becomes a member, we then require from him a definite number of points to be completed each month in order to maintain active membership. At the beginning of each year the instructor is the leader in direction interests. As the year progresses we find the instructor being led by a group of eager scientists, each wanting to probe the depths of his individual field of interest.—Ken Jones; CTA Journal

Club Sponsor Receives Award

A member of the staff of Aliquippa High School, Aliquippa, Pennsylvania, was selected as one of the nation's ten private citizens who have made outstanding contributions to the conservation of our natural resources. This staff member is Lawrence F. Blaney, teacher and sponsor of

the Conservation, Fishing, and Hunting Club of that school.

The Nash Conservation Award includes a specially engraved plaque, and an all-expense trip to Washington, D.C. George W. Mason, president and chairman of the board of Nash-Kelvinator Corp., was host of the event. Mr. Blaney was nominated for the high honor by his students, present and grads.

Mr. Blaney was especially commended because of his work in developing conservation activities among teen-age school children. The theme of Mr. Nash's address was "The Need of Getting Youth Interested in Conservation." Mr. Blaney organized the club in 1938 and has actively promoted and sponsored its many activities since that time.—The Quip Script

Recreation Books

Ninety-one publishers have joined the National Recreation Association to make available 271 books on recreation and play activities for use by youth leaders or anyone who works with the leisure activity of children and adults. A 2-page guide to Books on Recreation briefly describing each volume is available free from the National Recreation Association, 8 West Eighth Street, New York City.—School and Community

For full report on this project
see article on page 215



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How We Do It

LET'S MAKE A TRIP WITH SENIORS

Trips with high school seniors can be of a great deal of educative value even if they are made after the close of the school year and after the group has been awarded diplomas. However, the planning must be such that graduates will know several months in advance not only the destination, but also the route to be taken.

A trip has a great deal of public relations value for a school which begins in the local community and may touch all those who come in contact with a student during the tour.

First, the group must be presented with several possible tours which can be made with class money. They may work as committees making a study of places of interest which can be visited and of interesting activities in which the group may engage. After a presentation of committee reports the group may then vote on the tour which they would like to make.

Next, it is necessary to begin careful planning. A comparison can be made of fees charged by various bus lines, railroads, etc. When this decision is reached a number of items should be stressed.

As a school group sponsors will want to discuss clothing to be worn en route. Since the students are traveling as a school tour they will want to avoid criticism which may arise as a result of "short" shorts, and other questionable clothing.

Church services on Sunday morning are often a "must" since some students seldom miss their services and also it sets the pattern for the sort of conduct which should be displayed by a student group.

Members of the party should be brought face to face with the realization that a school tour is a cooperative undertaking. Often there will be long hours of riding. Loud talking, irritation, and a complaining attitude can cause dissatisfaction and unpleasantness.

No group could be completely instructed unless other pointers on how to be a good traveler are discussed. Stress the fact that no student should keep the entire group waiting simply because he doesn't happen to be packed and ready for departure. Sharing a room with others calls for sharing unselfishly.

Luggage can often be a problem as girls always have a great deal more than they believe it impossible to do without. It is wise to set a

limitation as to the amount of luggage which can be handled easily.

Good hotel conduct is a necessary topic for discussion. Let the group know at the outset what is expected of them while in the hotel. What hours will be observed for retiring? When may students have free time at the various stops?

As a word of caution plan to be in one place no longer than two or three nights. It takes a certain amount of time for a teen-ager to begin to feel at home in a strange place. Once he learns his way around, trouble can easily arise.

Yes, these trips can be a memorable climax to twelve years of school life. Plan carefully and travel happily.—Julia McKemie, Hughes High School, Hughes, Arkansas

TEACHER APPRECIATION "APPLE" DAY

An idea unique in Pacific Northwest school programs recently made its appearance at Snohomish High School (Snohomish, Washington). Faculty members of the high school were shown a degree of appreciation rarely displayed by high school students when they were honored with a wholly pupil-planned Teacher Appreciation Day.

Proposed tentatively by members of the student governing body who long had noted that teachers served their students far beyond the call of academic and extracurricular duty, the idea caught the fancy of the student body and received school-wide endorsement and acclaim.

Acting upon suggestions solicited through home room representatives, the student council started drafting plans. Committees were appointed and ideas formulated. It was decided that the date should be scheduled soon after termination of mid-year exams and issuance of report cards; thus avoiding late-in-the-season conflicts which might preclude proper planning and execution.

February 4 was selected and officially designated as the 1957 date for Teachers Appreciation Day by decree of the student body president. With proper fanfare a proclamation was read over the public address system on the appointed day, along with the significance of the observance.

At the conclusion of classes, teachers were invited to a coffee hour in the cafeteria where they were welcomed by student body officers. Members of the student council served refreshments which included a handsomely decorated

cake inscribed with the sentiment "Thank you, Teachers."

In the entertainment which followed, the general chairman for the event acted as master of ceremonies, introducing musical numbers, pantomimes, and song parodies about specific teachers. An original poem dedicated to "Our Teachers" concluded the program.

Favorable comment from faculty and students alike indicates that Teachers Appreciation Day is well on the way to becoming a tradition at Snohomish High School.—Mildred E. Blassey, Snohomish High School, Snohomish, Washington

HOBBY FAIR PROMOTES MANY INTERESTS

Last April, 1956, Reidsville High School held a Hobby Fair which proved to be a most enjoyable, instructive, and inspirational project.

Many of our most gifted students hide their talent "under a bushel." Some who are very poor in algebra—excel in art; some to whom history is dull find pleasure in electrical hobbies. Almost every child has some kind of recognizable hobby.

Before the Fair could be organized, teachers had to discover the special avocational or hobby interests of their students. Although all grades were invited to submit displays, we found that few children below the fifth grade had developed definite hobby interests.

Fifty-nine students and teachers submitted sixty-four well-planned exhibits for the fair. These were arranged around tables placed in the Science Laboratory for the convenience of many visitors who came to examine the displays.

Prizes, awards, or ribbons were not offered since this was not in any sense a contest or competition. A fourth grader submitted oil paintings; a fifth grade girl, miniature dolls; two sixth grade boys displayed gun collections; an eighth grader, a puppet theater; a Sophomore boy, his camping equipment—while Juniors and Seniors

displayed well-organized collections of fans, shells and shell crafts, and ear rings.

Other interesting displays included stamps, model planes and boats, pitchers, sewing, banks, coins, scrap books of various kinds, electric and radio hobbies, foreign money, clay models, and Army patches. Teachers displayed painting, magic, cooking, and knot tying.

Several ideas or aims motivated our attempt at a Hobby Fair. We wanted to show all students what some of the others were doing. For our own information we wished to discover what students possessed hidden talents and to what extent these interests had developed.

Teachers were interested in discovering whether a high or low grade student showed more extensive avocational interests. We observed that students displayed about the same degree of hobby interests in all levels but the better students showed more perfection in arrangement and presentation of displays.

Most individuals experience great satisfaction in accomplishment or in excellence in some field or area. Therefore, we wanted to provide a medium in which the "weak" students could compete for equal recognition by their associates. One of the striking results of this fair was the manner in which many students who had never before excelled in anything gained recognition and commendation from teachers and students for their work.—Frank Taylor, Principal, Reidsville High School, Reidsville, Georgia; Georgia Educational Journal

THE HOME ROOM CAN BE VALUABLE

The home room is an ideal place for many worthwhile activities to be conducted, as it is a period where children can use their own initiative and freedom in arranging programs.

I am mainly interested in using the home room activities period for the dissemination of occupational information. The several which are described here should prove to be stimulating to the pupils and consequently be effective in getting the information across.

One such activity is called the "Privilege Day" program. Certain days are set aside for the home room program to be in charge of the chairman, vice-chairman, and secretary elected

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by the pupils. They have the privilege of selecting any activity which will aid the pupils in the selection of an occupation. This can be in the way of a motion picture, outside speaker, forum discussion, or presentation of a play.

A list of topics which have to be settled are published in the school paper as suggestions for future home room periods. The names of the pupil officers and the type of activity are published in the school and local paper as an added inducement and interest builder.

Another type of activity is to have the students gather information on various occupations to be placed in the school library. The groups can devise ways of raising money such as putting on short skits and charging a few pennies admission. The books and pamphlets purchased in this manner can be introduced to the school in the manner of a "Book Fair" where the books are put on attractive display and their highpoints and feature interest items are advertised.

Another stimulating activity which will be enjoyed by the pupils is that of having quiz contests or guessing games with the questions relating to various occupations.

Quiz masters are selected from the pupils by the pupils to prepare questions for the quiz. This activity alone familiarizes the quiz masters with a broad area of occupational information. The pupils who are going to take part as contestants are alerted to obtain as much information on various occupations as they can in preparation for the contest.

The methods used on various radio quiz programs can be studied by the quiz masters and the one they like best can be used. The competitive type is usually the most popular and the group can be divided into two equal groups. The quiz master asks a question and calls on a member from group number one to answer it. If he fails, a volunteer from group number two is given an opportunity to answer it. The group which answers the most questions correctly is judged the winner and a suitable prize is awarded them.

These activities can be varied from one home room period to another, and while they are excellent devices for the dissemination of occupational information, they can be used in conjunction with other activities or topics and would be just as effective. They are activities which are simple to arrange and simple to carry out providing much pleasure for the pupils and giving them much valuable information.—A Home Room Teacher

PARLIAMENTARY PROCEDURE IS INDISPENSABLE

Parliamentary law is an accepted set of rules by means of which a deliberative body or group

can arrive at a majority opinion of those present accurately, impartially, and in a minimum of time.

Parliamentary law is designed to maintain order, insure justice and courtesy, to expedite business, and to enable an organization, or group to accomplish the objects for which it is formed. The principles upon which it is founded are: orderly consideration of one subject at a time; the rule of the majority, the rights of the minority, and partiality to none. It is democracy in action.

Used properly, parliamentary procedure is the best means yet devised by which individuals can take orderly action as a group, and encourage pro and con discussion on each question, then act according to the will of the majority. It is the science of fair play, preventing injustice even to a single person. The rules protect the right of the individual, the minority, the majority, the absentee, and the group.

Parliamentary Terms and Practices

The House—The organization—the group.

The Meeting—The gathering of the members.

The Chair—The presiding officer—usually the president. Authority is vested in the office (the chair) not in the person. The person in the chair serves as a means through which the group expresses its will. Because the person in the chair acts for the group, not for him or herself, he or she must be impartial. He or she refers to him or herself as **the chair**, avoiding the use of the pronoun I.

To Address the Chair—To speak to the presiding officer, address him or her as "Mr. or Madam President" or Mr. or Madam Chairman."

Ex-Officio—An ex-officio member of a committee is a member who is so designated by the Bylaws, by virtue of office (usually the president). Where the president is designated "ex-officio" he should not be counted in the quorum. The ex-officio member has every privilege, the right to make motions, to debate, and to vote.

Quorum—The least number of members that must be present at a meeting in order to transact

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business. Under most authorities, the quorum is a majority of the entire membership.

Parliamentarian—An adviser to the presiding officer. Usually an authority outside the organization asked to sit in at meetings to **advise** the president. Never say: "The parliamentarian rules." The president makes the rulings.—Georgia Educational Journal

CONSTRUCTING AN INSECT ZOO

Pupil interest especially runs high in the Science Clubs and classes at the Dixon Elementary School when animals are being studied. During the course of events, a good deal of time is spent observing the life cycles, physical structures, and peculiarities of insects. A summary of the work is aptly provided by a series of sound films on the subject of insects.

It was one of these films that served as a direct stimulus to a group project which was done outside of the classroom. The film was called "The Insect Zoo" and delightfully demonstrated the great fun that a young brother and sister had in making their own zoo.

Several pupils hatched the idea for the project in the fall of the year when insects are usually rather abundant. There were many considerations involved in carrying out their idea, and they frequently consulted me for advice.

Their work included capturing the insects, making cages, making labels, procuring food, and providing a supply of water. The children divided the responsibilities for these tasks into committees, and it was my understanding that several of the children's parents also helped with the project.

When the zoo was completed, I learned that the children decided they would need a guide to direct and inform visitors about their zoo, and also that they would write a little story telling about the insects and then display the stories under the appropriate insect cage. Both of these ideas initiated a new task; namely, visiting the library to get material out of encyclopedias and books on insects.

With everything in readiness, the group then wanted to exhibit their Insect Zoo. After obtaining the consent of one of the parents, they

used a backyard for their display which was attended by many children and parents who lived in the neighborhood.

A member of the group came to me one day with this question, "May we bring our Insect Zoo to the Science Class?" I was pleased with the suggestion, and when their zoo was in the classroom, the children who made it were invited to tell the class how they accomplished their project.

I consider this incident noteworthy because it gave the children an opportunity to try their own mettle in an activity that was not mandatory but was something they wanted to do. Here was an ideal situation for learning not only facts about their chosen subject—but also the art of working harmoniously together to achieve a common goal.—Arnold Flack, Dixon School, Detroit, Michigan

Among The Books

GAMES AND DANCES. Rod LaFarge. Haladon, Paterson, New Jersey. 25 cents.

A tiny pocket-sized printed publication which is very unusual is "41 Rambunctious Games and Dances." When you have a group that is hilarious and needs a good romp, when the usual games and square dances are too tame, when you need to work off some excess energy of crowd, and especially when you have a group of young people, you may find these mixers, games, and dances just the thing. With discretion, some of these may be used as ice-breakers to liven up a dance or party of older people, but judge your crowd and don't send anyone to the hospital.—Allied Youth

Comedy Cues

Understand?

Mother: What did Mama's little darling learn at school today?

Sonny: I learned two fellows not to call me "Mama's little darling."

Food for Thought

Recipe of the Week: A nice way to prepare spinach is to chop it fine, mix it with coarse cereal, put in wire pen, wait until it turns to turkey meat, bake, and serve with cranberry sauce. Ummm!

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